THE USE OF DIRECT STRATEGIES IN READING COMPREHENSION
(A Descriptive Study at Senior High School Al-Falah Abu Lam U Aceh Besar)

Rusmiati[1] dan Kamalina[2]

Abstract

The purpose of this research is to know the direct strategies used by students in reading comprehension at SMA Islam Al-Falah Abu Lam U. The subject of this research is the first grade students of XI 1 at SMA Islam Al-Falah Abu Lam U. Descriptive qualitative method is used to describe the strategies used by students in reading comprehension. The data of this research were obtained by using observation, questionnaire and interview. They are analyzed by using a descriptive explanation. The result show that the students at SMA Islam Al-Falah Abu Lam U used many cognitive strategies in reading comprehension, such as word by word translation, meaningful translation, use dictionary, underlying of keyword and many others. The use of these strategies is to help students in reading comprehension, namely to comprehend the text easily and rapidly. The cognitive strategies that frequently used by students were; using dictionary (resourcing), translated word by word (repetition), reading the title and imagines what the text might be about (summarizing), and reading with comprehend every paragraph to understand whole text (deduction).

Keywords: *Direct Strategies and Reading Comprehension*

[1] Rusmiati, Dosen Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena.
[2] Kamalina, Alumni mahasiwa STKIP Bina Bangsa Getsempena.

INTRODUCTION

Reading is about understanding written texts which can make people successful in study and knows the world. According to Lai et. al (2008:153), reading is the most critical skill in learning English. It means if the students cannot read well, the door towards the path of learning will most often be closed for them. Learning reading is essential not only to language learning but also to academic learning in all subject areas and to lifelong learning, Drayer and Nel (2003). In other words, by reading people can get a number of meaningful information.

Furthermore, Gardon (2007:37) stated that reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities. In line with statements above, reading comprehension does not focus on pronunciation or load reading, but it focuses on understanding a main idea and related details.

In overcoming the difficulties on reading comprehension there are many strategies can be used by the students. According to Oxford (1990:23), there are two kinds of learning strategies which can be applied in reading, i.e. direct strategies and indirect strategies.

Direct strategies are tactics that are used directly by students while they read a reading comprehension text. It consists of memory strategies, cognitive strategies and compensational strategies. Meanwhile, indirect strategies is intentional, planned tactics by which learners monitor, identify and remediate their reading. It consists of metacognitive strategies, affective strategies and social strategies.

Among these strategies, the cognitive strategies is one of the most popular strategies used in reading. Cognitive reading strategies is the actions readers take while interacting directly with the text (Anastasiou & Griva, 2009; Sheorey & Mokhtari, 2001, as cited in Yang, 2011:309). It means the cognitive strategis is the direct strategies that used by the student to overcome the difficulties while they read the reading comprehension text.

Based on Chamot & O'Malley (as cited in, Anne Ratna S (2014:3), the use of cognitive learning strategies in classroom instruction and learning is fundamental to successful learning. It involves word-by-word translation, meaningful translation, underlying keywords, guessing meaning from the context, inferring and many others.

From the elaboration above, the researcher assumes that the cognitive strategies is one of the best strategies can be used by the students in overcoming the reading comprehension difficulties. In term of this matter, the researcher is interested in conducting a research related to the topic of the use of direct strategies by students of senior high school in reading comprehension.

Based on the background described above, this research focuses on the following problem, that is which cognitive reading strategies are frequently used by the students to enhance their reading comprehension?

According to Yang (2011:312), cognitive strategies is on going mental activities used by readers to utilize their knowledge and inference to decode the given text. As has been mention before, cognitive strategies is the direct activity that used by readers while they are read a text. In addition, Oxford (1990) divided the cognitive strategies into repeating, getting the idea quickly (skimming and scanning), using resources for receiving and sending messages, reasoning deductively, analyzing expressions, analyzing contrastively, translating, transferring, taking notes, summarizing and highlighting.

LITERATURE REVIEW

1. Definition of Reading

Reading is an activity in which a reader usually interacts with a text in a close situation. This term brings out many definitions of reading established by the experts. Alderson (2000) stated that reading as an enjoyable, intense, private activity, from which much pleasure can be divided, and in which one can become totally absorbed. In addition, Nunan (1989:17) stated that reading is as a complex cognitive process of decoding symbols in order to construct or derive meaning.

According to Harmer (1991:153), reading is very complex process; it involves the cooperation between eyes and brain. The eyes receive message and the brain then has to work out the significance of these messages. Reading can be a valuable activity because it can develop students' knowledge from information they get in printed materials.

It is an essential skill that should be mastered by students especially in learning language.

In addition, many experts quoted some definitions about reading differently. According to Duffy & Roehler (1993:63), reading is a purposeful reconstruction of an author's printed message for recreational, aesthetic, or functional purpose. Furthermore, Rubin (1993:5) said that reading is a complex dynamic process that involves the bringing of meaning to and the getting of meaning from the printed page. Likewise Rubin, Dechant (1993:69) stated that reading is registration of the printed word in the brain by the visual and the perceptual process, with the brain converting the written symbols to language and with cognitive and comprehension processes.

Based on opinion above, researcher can say that reading is not only looking at the word in the form of graphic symbols, but also getting meaning from to word to understand what we read, and it can be concluded reading is the process to understand the content and get as much as information from the text.

2. The Purpose of Reading

According to Lilian (1981:62), reading purpose are classified into four categories; the first is reading for information. It means people read to obtain information for certain purpose. This purpose can be useful in language learning classroom as well. The second is reading for enjoyment. This purpose is to get enjoyment or pleasure from the plot of the story or humor in the text. The third is reading for problem solving, and the last is reading for evaluation. However these four

purposes of reading are more used by the readers in their individual life.

Furthermore, Suwarno (1989:59) stated that there are five purpose of reading; reading for pleasure, practical application, extracting specific information, finding the general idea, and evaluating critically.

Based on opinion above researcher can say that reading for pleasure is the activity of reading that doing by reader just only for entertainment such as, comics, novels, and many others. Then, reading for practical application, in this case reading to get information that reader can apply in specific goal. Next, reading for extracting specific information and finding the general idea, it means reading is used in understanding theories' text book. And the last is reading for evaluating critically, it involves reading is for understanding by approaching the material with examine causes and evaluating idea. Moreover, reading for comprehension is the primary purpose of reading which is reading without comprehension the end of reading is emptiness.

3. Definition of Reading Comprehension

Reading comprehension is an activity of associating or connecting the students' ideas. It means reading without comprehension cannot be associated as reading to achieve comprehension. Grellet (1986:3) stated that reading comprehension is that students try to understand a written text by extracting the meaning that required information from it as efficiently as possible. It can be said that what the students do in reading activity is to find the valuable information from the text.

In addition, Kustaryo (1988:11) explained that reading with comprehension is an understanding about what has been read. It is an active thinking process that not only on comprehension skills but also on experience and students' knowledge.

The importance of essential knowledge and decoding skill as necessary activities in reading process is to get comprehension, so that the students could construct message from a passage. This means, students must indeed construct message from a passage. Message or meaning is not conveyed automatically rather than is a mental process. This process is commonly called as reading comprehension. Based on Cooper (2000:37), comprehension is the strategies process by which to a text by using a clue in the text and own prior knowledge.

Comprehension always plays an important role in reading because the primary reason of reading is that students understand what they read. Students cannot get any idea written in a text or book if they do not understand what they have already read. In other word, reading without comprehending is useless.

4. Types of Reading Comprehension

According to Kustaryo (1998:12), specific reading comprehension skill could be divided into three levels of skills. First of all is literal reading. It is fundamental to all the reading skills at any level because a reader must first understand what the author

said before he/she can draw an inference or make an evaluation. The literal level is considered to the easiest level of reading comprehension because a reader is not required to go beyond what the author actually said. The second level is inferences. Inferences are ideas which a reader receives when he/she goes beneath the surface to sense relationships, puts facts and ideas together to draw conclusions and makes generalizations, and detects the mood of the material. Making inferences requires author and more on personal insight.

In addition, Hancock (1995:123) stated that inferences may be drawn by analyzing characters and their actions, and by determining the mood of the material. They may be based on facts and must be assembled by the reader. A fact can usually be found in the passage and underlined, but an inference is more of a feeling. And the last is critical reading. It requires a higher degree of skill

development, perception also reading with an inquiring mind and with active, creative looking for false statements. Critical reading means questioning, comparing, and evaluating.

Nevertheless, Richard et all (1985:238) classified reading comprehension into four categories; literal comprehension, inferential comprehension, critical comprehension, and appreciative comprehension. Likewise, the first type is literal comprehension, which is reading to understands, remember, or recall the information explicitly contained in a passage. This type is also called reading the lines. By reading the lines, the readers

identify specific information presented by the authors. Students do not need to infer the meaning from the texts since it is stated explicitly in the texts, what they need is only recognition and understanding the author's main idea and details.

The second level is inferential comprehension that is reading to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring. Differs from the previous level of comprehension, in this type of reading, readers must recognize the relationship that exist among the main ideas and details as well as use this relationship to make inference and draw conclusion about the author's intention and implicit meaning.

The third level of reading comprehension is critical or evaluative comprehension. In this type, a reader reads to compare the information gives in a passage with his own knowledge and values in order to able to comprehend the text; readers need to identify the purpose of reading texts as well as review what they already know about the topic.

The fourth level is appreciative comprehension. In this type, a reader reads a passage to gain an emotional or other kind of valued response from a passage. In conclusion, although the types of reading comprehension are classified variously, the most important point is a reader should know his purpose or reading a passage according information that he wants to gain from the passage.

Furthermore, Smith (in Westwood, 2001:21) stated that reading comprehension divided into two levels; first is critical comprehension, which is the students assess the good sense of what they are reading such as accuracy, and many others. While, second is creative comprehension, it means student can take information or ideas from what they were has been read and then develop new ideas from them.

5. Strategies for Reading Comprehension

Brown (2001:306) stated that reading comprehension is primarily a matter of developing appropriate and efficient comprehension strategies. Some strategies are related to bottom-up procedures, and other enhances the top-down processes. He further explained ten strategies which can be practically applied to reading classroom technique, they are;

1) Identify the purpose in reading

Efficient reading consists of clearly identifying the purpose in reading something. It means, students have to recognize the purpose in reading a text or passage. They should be guided to identify the purpose of their reading. By doing so the reader knows what he/she is looking for and can weed out potential distracting information.

2) Use grapheme rules and patterns to aid in bottom-up decoding (especially for beginning level learners).

In many cases, students have acquainted with oral language and have some difficulties learning English spelling conventions. Furthermore, they have to utilize graphemes rule and patterns also should be made able to correspond between spoken and written English.

3) Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

Intermediate- to-advanced levels students need to be speed readers, but teacher can help them increase efficiency by teaching a few silent reading rules; First, it is doing not needed pronounce each word to you. Then try to visually perceive more than one word at a time, preferably phrases. And the last unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning from its context.

4) Skim the text for main ideas

Perhaps the two most valuable reading strategies for learners (as well as native speaker) are skimming and scanning. Skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. In this case, students should skim the passage to look for the main ideas of the text. Skimming gives readers the advantages of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. This gives them a head start as they embark on more focused reading.

5) Scan the text for specific information

The second in the most valuable category is scanning, or quickly searching some particular pieces of information in a text. Scanning exercises may ask students to

look for names or dates, to find a definition of key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text. Similarly, Glending & Holmstrom (2004:18) stated that scanning is reading to find specific information. It means students have a specific target which is scanning is needed to find the detailed information.

6) Use semantic mapping or clustering

Readers can easily be overwhelmed by a long string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to provide some orders to the chaos. Making such semantic maps can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to passage.

7) Guess when you are not certain

This is an extremely broad category. Students can use guessing to their advantage to many way; first, guess the meaning of a word. Second, guess the grammatical relationship (e.g., a pronoun reference). Third, guess a discourse relationship. Fourth, infer implied meaning ("between the lines"). Fifth, guess about a cultural reference and the last guess content message. It means, students can use this strategy in many categories.

8) Analyze vocabulary

One way for learners to make guessing pay off when they do not immediately recognize a word is to analyze it in terms of what they know about it. Several

techniques are useful such as, look for prefixes, look for suffixes, and look for roots that are familiar, look for grammatical context that may signal information, look at the semantic context (topic) for clues. In line with statements above, students can be using this strategy when they do not recognize the meaning of vocabulary.

9) Distinguish between literal and implied meaning

This requires the application of face sophisticated top-down processing skills. The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface demand on structure makes special demands on readers. In this strategy, students have not only the ability about literal meaning but also understand about discourse analysis.

10) Capitalize on discourse markers to process relationships

Many discourse markers in English signal relationship among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of system markers can greatly enhance learners' reading efficiency. In this case, students are suggested to comprehend discourse markers to process relationship.

6. Cognitive Reading Strategies

The term cognitive strategies, according to O'Malley & Chamot (1990), are more directly related to individual learning tasks and entail direct manipulation or transformation of the learning material. Meanwhile, Oxford (1990) stated that such strategies are varied a lot, ranging from

repeating to analyzing expressions to summarizing. Furthermore, his also states that with all their variety, cognitive strategies are divided into four sets. The four sets are practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output.

The types of cognitive reading strategies used in this study are resourcing, repetition, grouping, deduction, imagery, getting the idea quickly, elaboration, inference, note-taking, and summarizing (O'Malley & Chamot,1990).

First, resourcing is using target language reference materials such as dictionaries, encyclopedias, or textbooks. This strategy is useful for both and production. As Oxford (1990) stated that to better understand what is heard or read, printed resources such as dictionaries, word lists, grammar books, and phrase books may be valuable. In this study, this strategy is represented by the strategy of using dictionary for important words.

Second, repetition is repeating a chunk of language (a word or phrase) in the course of performing a language task. The strategy of repeating can be reading a passage more than once to understand it more completely. This is in line with what Pressley (2000) stated that repetition strategy can be used by the students as they want to remember important points. In this study, repetition strategy is represented by two: re-reading a sentence and re-reading the text to remedy failures.

Third, grouping is classifying words, terminology, or concepts according to their attributes or meaning. Oxford (1990) adds that grouping strategy in reading involves classifying or reclassifying what is read into meaningful groups, thus reducing the number of unrelated elements. In this study, this grouping strategy is represented by the strategy of classifying the words according to their grammatical categories.

Fourth, deduction strategy is applying rules to understand or produce the second language or making up rules based on language analysis. As Oxford (1990) stated that this is a top-down strategy leading from general to specific. In this study, this strategy is represented by the strategy of reading the first line of every paragraph to understand the whole text.

Fifth, imagery is using visual images (either mental or actual) to understand or remember new information. Meanwhile, Oxford (1990) stated this strategy as a good strategy to remember what has been read in the new language to create a mental image of it. In addition, Frase (2008) stated that the best part of reading is watching the movie in your head and good readers experience seeing strong visual images. In this study, imagery strategy is represented by two strategies: looking at illustration and picture of the events in mind.

Sixth, the strategy of getting the idea quickly involves skimming strategy and scanning strategy. As stated by Oxford (1990), the strategy of getting the idea quickly constitutes with skimming strategy and

scanning strategy. Skimming involves searching for the main ideas the speaker wants to get across, while scanning means searching for specific details of interest to the learner.

Seventh, elaboration is relating new information to prior knowledge, relating different parts of new information to each other or making meaningful personal associations with the new information. It can be said, elaboration as an additional processing of the text by the reader which may increase comprehension. It involves forming connection between the text and the reader's background knowledge of the subject. In this study, this strategy is represented as thinking about previous knowledge on the topic of the text or associating to background's knowledge.

Eighth, inference strategy is using available information to guess the meaning of new items, predict outcomes, or fill in missing information. This strategy can be used as students attempt to comprehend the text. In this study, inference strategy is represented by the strategy of using the title to predict the content of the text and paying attention to words or phrases that show how text is organized.

Ninth, note-taking strategy is writing down key words and concepts in abbreviated verbal, graphic, or numerical form while listening or reading. Note-taking strategy is a good reading strategy. As Cambrooke (2010) claimed that it is a good idea to take notes from textbook. Note-taking makes students active participants in their learning, helps them organize important concepts, remember

information, and becomes one of their study aids.

Lastly, summarizing is making a mental, oral, or written summary of new information gained through listening or reading. Furthermore, As Gulcat (2007) stated that "the process of summarizing enables you to grasp the original text better, and the result shows the reader that you understand it as well. In addition to this, the knowledge you gained by summarizing makes it possible for you to analyze and critique the original text".

On the other hand, Bamford & Richard (2004) clarify the other cognitive reading strategies into seven steps. The first is concentrating on the grammar of unfamiliar construction. The second is analyzing theme, style, and connections to improve your comprehension. The third is distinguishing between opinions and facts. Fourth is breaking down large phrases into small parts to help you understand the relationships between words and ideas. Sixth, writing a short summary of what you read to help you understand the main idea. The last one is expanding you vocabulary and grammar to help you increase your reading.

RESEARCH METHODOLOGY

1. Research Design

To answer the research problem, the researcher used qualitative research with descriptive study. Based on Moleong (1998 as cited in Sugiyono 2010), qualitative research is the display of observed object in sentences in detail. It means that qualitative research does not focused on the detail of the

counting data but it focused on how to analysis the data in words.

According to Selinger & Shohamy (1989:116), descriptive research focused on providing descriptions of phenomena that occur naturally, without the experimental or artificial treatment. Most often, the goal of qualitative description is to produce a strigthforwad description of participants' experiences in words as similar to what the participants said as possible.

2. Research Setting and Participant

This research took place in SMA Islam Al-Falah Abu Lam U Aceh Besar. This school is chosen purposively because Al-Falah Abu Lam U had been graduated many of students to study out of province. In addition, there were also students that got scholarships to study abroad. This school is addressed on Jln. Seunelop Lamjampok Ingin Jaya- Aceh Besar. The school consists of elementary school, junior high school, and senior high school. In this case, the researcher choose first grade of senior high school in academic year 2014/2015 as participants which consists of three classes with the total number of 80 students.

This study employs purposive sampling. According to Sugiyono (2011:85), it is determining of sample technique with certain consideration. In this research, the purpose of taking first grade students is they are expected to have had much knowledge and adequate skill as well as good understanding how to read English text well.

3. Instruments

The instruments used to collect the data are interview and questionnaire. In relation to interview, the researcher would ask several questions related to the cognitive strategies used by students to solve the their problems in reading comprehension. During the interview, the conversation would be recorded by using tape recorder. Furthermore, the researcher would also took note and use structured interview in order to keep the needed data. Structured interview is scheduled for the specific purpose of getting certain information from the subjects where each respondent is asked the same set of questions (Ary, 2006:438).

Furtheremore, the researcher give questionnaires, close-ended questions. It is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. According to Arikunto (2010:195), questionnaire can be in the form of multiple choice, essay, check-list and rating-scale so respondents would only select one of the provided answers in it. In conducting this study, the researcher uses a multiple-choice questionnaire, in which, the respondents only select one of the provided answers (by crossing (A, B, C,D or E) in each question). It contains 10 questions relate to the use of direct strategies. It is given after doing interview to get the information that can not gain through interview.

4. Technique of Data Analysis

The data analysis of this research employs some steps. They are as follows:

1) Identifying the number of students' related to the sample of research.

2) Analyzing the answers of questionnaires.

3) To get the percentage of each items in questionnaires, the researcher used the formula as stated bellow to Arikunto (1996:63)

$$P = F : N \times 100\%$$

In which:

P   : Percentage

F   : Frequency of Respondent

N   : Number of Sample

100% : Constant value

RESEARCH FINDINGS AND DISCUSSION

1. The Result of Interview

The researcher asked the teacher 10 questions about teaching activity and the use of cognitive strategies in reading comprehension. The researcher found some points after interviewing the English teacher. The result of interview showed that before learning activity, teacher prepared the material and the method that she would applied in the classroom. The material and variety methods depend on the learning targets.

Based on the interview, she uses variant of methods to motivate students to share their knowledge each other, because different materials needed different strategies. Such as for descriptive text she asked the students to read and looked at the pictures. But, in teaching narrative text, she guided the students into a group discussion. In learning reading, most of students like reading because the text explained about grammar.

Teaching reading is not easy; it is indicated by the obstacle found by the teacher, namely the different characters of students. She also found some others obstacle when the discussion, there were students often make noise while learning activity and vocabulary. This section caused them did not know the meaning that showed from the text, in order some students will be out of focus to teaching and learning activity.

As has been mention before, teacher had found some obstacles in teaching reading; mostly they lack of vocabulary. To overcome that obstacle teacher asked students to bring dictionary. It expected they can look up word that they did not know meaning.

Furthermore, in teaching reading comprehension as a teacher it is really important to give some strategies when her students faced the difficulties in reading comprehension. Based on her answer, in teaching activity she often make group which can improve their ability. In addition, when students faced the difficulties, she asked students where they did not understand, and then she explained more about it orally.

Likewise, when teacher give strategies to students, she expected it can be helped students in overcome the difficulties on reading comprehension. She asked students what is the difficulties, as statement before that is vocabulary, she give several meaning of words others else they look up in

dictionary. She surely, by making group they could pay attention and interact each other.

Related to the use of direct strategies in reading comprehension based on her answer, she knew the direct strategies but the knowledge about direct strategies is limited. She was appropriate toward the use of direct strategies in overcome students' difficulties on reading comprehension. She also said, in grouping they often give the meaning orally and asked each other. While, if students asked doing by themselves surely they asked to teacher what the meaning of this word is, it caused mostly students lack of vocabulary.

Similarly, by using direct strategies in overcome students' difficulties on reading comprehension, it can help students to found the solution, thus they can finished reading comprehension very well. In the last interviewing, related to using direct strategies by students, teacher found successful in learning activity. However, there are many students got unsuccessful even though one or more students do not know and can be said they ignored.

2. The Result of Students' Questionnaire

The questionnaire was given to students to know their perception toward the use of direct strategies in overcoming students' difficulties on reading comprehension which consists of ten questions.

Table 1. First Students Questionnaire

Statement of Question	Responses	Frequency	Percentage
1. Are you interested in studying English?	Like	15	60 %
	Very like	10	40 %
	Dislike	0	0 %
	Strongly dislike	0	0 %

Based on table above, it can be seen that 60 % of 25 students shows they like English subject. Next, 40 % student shows that English subject is very like. In addition, no student dislikes and strongly dislike, which is both of it 0 % students.

Table 2. Second Students Questionnaire

Statement of Question	Responses	Frequency	Percentage
2. Do you like reading subject in English?	Like	17	68 %
	Very like	7	28 %
	Dislike	1	4 %
	Strongly dislike	0	0 %

Based on table above, it can be seen that 68 % of 25 students shows they like reading. Next, 28 % shows that students were enthusiasms or very like learning reading. In contrast, 4 % student shows that they were dislike reading. The last one is 0 % students shows they strongly disliked reading.

Table 3. Third Students Questionnaire

Statement of Question	Responses	Frequency	Percentage
3. Do you use dictionary when you do not know the meaning in the text?	Never	0	0 %
	Rarely Usually Always	2	8 %
	Sometimes	11	44 %
		12	48 %

Based on table above, 0 % students shows that never and sometimes use dictionary when they did not know meaning, it means no students do it activity. Then, few student shows that rarely which only 8 % students are. In addition, 44 % shows them usually use dictionary and followed 48 % students they always do it.

Table 4. Fourth Students Questionnaire

Statement of Question	Responses	Frequency	Percentage
4. Do you ever translate word by word translation in reading?	Never	0	0 %
	Rarely Usually Always	5	20 %
	Sometimes	8	32 %
		12	48 %
		0	0 %

Based on table above, no one students shows that they never and sometimes translated word by word in reading comprehension, it can be seen from result that showed 0 % students. Furthermore, 20 % showed students rarely. Next, 32 % students shows that they usually, and contrast 48 % students shows that they always translated word by word in reading comprehension.

Table 5. Fifth Students Questionnaire

Statement of Question	Responses	Frequency	Percentage
5. Do you ever translate full translation ortake summarize with ignored some word in reading?	Never	1	4 %
	Rarely Usually Always	10	40 %
	Sometimes	10	40 %
		4	16 %
		0	0 %

Based on table above no students sometimes did full translation, it shows that 0 % students. Then, a few student shows that they never did full translation; it can be seen from the table just only 4 % students. It is so different from answer before while both usually and rarely showed 40 % students. In addition, 16 % student shows they were always translated orally.

Table 6. Sixth Students Questionnaire

Statement of Question	Responses	Frequency	Percentage
6.Reading with comprehend every paragraph to understand whole text!	Never	0	0 %
	Rarely Usually Always Sometimes	0	0 %
		18	72 %
		5	20 %
		2	8 %

From the table, it can be seen that no students never and rarely read with comprehend every paragraph to understand whole text; it shows that 0 % students. Furthermore, 8 % students sometimes read with comprehend every paragraph and followed 20 % they always do it. In contrast, most students always read with comprehend every paragraph which is 72 % students.

Table 7. Seventh Students Questionnaire

Statement of Question	Responses	Frequency	Percentage
7. Do you try to draw or image of the events in the text in mind?	Never	0	0 %
	Rarely Usually Always Sometimes	3	12 %
		9	36 %
		13	52 %
		0	0 %

Based on table above, it can be seen no students never and sometimes tried to imagine or draw it on their head when they read; it shows that from table 0 % students. It followed 12 % students showed they were rarely. Next, 36 % student shows that they usually do it activity and the last one is 52 % student shows that they were always.

Table 8. Eighth Students Questionnaire

Statement of Question	Responses	Frequency	Percentage
8. Reading only part you are looking for!	Never	0	0 %
	Rarely Usually Always Sometimes	6	24 %
		15	60 %
		1	4 %
		3	12 %

Based on table above, it can be seen that 0 % of 25 students shows that they never read only part to get what are looking for. Furthermore, a few students shows always read only part which is 4 % students, it is followed 12 % they sometimes do it. The last one is much different which is 60 % students usually read only part.

Table 9. Ninth Students Questionnaire

Statement of Question	Responses	Frequency	Percentage
9.While you are reading, do you relate the story in your daily story life?	Never Rarely Usually Always Sometimes	1 9 9 6 0	4 % 36 % 36 % 24 % 0 %

Based on table above, 4 % student shows that they never related story in their life. Furthermore, 36 % students shows that they were rarely. Similarly, 36 % students shows usually and a few students always do it activity which is 24 % students. The last one is none students shows sometimes which is 0 % students.

Table 10. Tenth Students Questionnaire

Statement of Question	Responses	Frequency	Percentage
10.Do you ever guess the meaning of reading text?	Never Rarely Usually Always Sometimes	2 10 5 8 0	8 % 40 % 20 % 32 % 0 %

Based on table above, it can be seen 8 % students never guess of meaning in reading. Next, 40 % student shows that they were rarely. Furthermore, just a few students usually use guess of meaning that shows 20 % students and often almost same with rarely where the total numbers is bigger than never and usually, it can be seen that 32 % students shows they were always and contrast no one students shows that they were sometimes guess meaning in reading.

Table 11. Eleventh Students Questionnaire

Statement of Question	Responses	Frequency	Percentage
11.Do you ever underline the keywords to comprehended reading text?	Never Rarely Usually Always Sometimes	4 9 5 7 0	16 % 36 % 20 % 28 % 0 %

Based on table above, 16 % student shows that they never underlined of key word and 36 % students shows that they were rarely. Furthermore, 20 % students shows that usually. Furthermore, 28 % students always and no one students showed sometimes underline of key word in reading comprehension.

Table 12. Twelfth Students Questionnaire

Statement of Question	Responses	Frequency	Percentage
12. Reading the title and imagine what the text might be about!	Never	0	0 %
	Rarely Usually Always	05	0 %
	Sometimes	19	20 %
		1	76 %
			4 %

Based on table above shows that 76 % students always read the title and imagine the text might be about. Next, 20 % student shows that they usually do it. Then, a few students show that sometimes which only 4 % students is. In addition, none students never and rarely reading the title and imagine the texts might be about which is both of it 0 % students.

3. Discussion

From data students' questionnaire, the researcher concluded several findings that most of students are interested in learning English language especially in reading. Related to use of direct strategy shown that 48 % of 25 students always translated word by word in reading comprehension. Furthermore, the researcher also found that they usually translate in full translation which is 40 % students. The students rarely underline of keyword in reading comprehension that 36 % students, a few of students did not use it strategy.

On the other hand, to comprehended reading text, 48 % students always use dictionary and 40 % rarely guess the meaning directly when reading or find anomaly word that she/he never seen before. Therefore, less of students guess the meaning and none of them not use dictionary while they did not know the meaning.

In learning activity especially reading showed that 72 % students usually reading with comprehend every paragraph to understand whole text, it followed 60 % students usually reading only part what they are looking for or get idea quickly.

As has mention before, because students always use dictionary most of them always trying to image the events of the text in mind, it showed 52 % students. Similarly, 76 % students always reading the title and imagine what the text might be about. After students comprehend, they usually related the story in their life which is 36 % students. From students' questionnaire, it shows that by using direct strategies in reading students could comprehend the text well.

The data from the interview with English teacher indicated that most of students were enthusiasm in learning reading. Although, students have obstacles, but they have strategy caused lack of vocabulary. The strategy that was used by students is underline of keywords and look at dictionary. In activity of learning, sometime teacher taught by using role play method which students could learn

together and understood the lesson easily. Based on this research finding, the teacher said that students used direct strategies in learning reading, it caused by using this strategy they found new vocabulary and comprehended the text well.

The statement above was supported with statement of expert. Based on Chamot & O'Malley (as cited in, Anne Ratna S (2014:3), the use of cognitive learning strategies in classroom instruction and learning is fundamental to successful learning. It involves word-by-word translation, meaningful translation, underlying keywords, guessing meaning from the context, inferring and many others.

CONCLUSION AND SUGGESTION

1. Conclusion

Based on the data that have been collect by researcher, the researcher concluded that most of the students were interested in learning English language and like reading subject. In the activity of learning reading, they used direct strategies like previous statement of expert above which is involved; 48 % 0f 25 students always translated word by word and used dictionary, and 40 % usually translate in full translation. Furthermore, 36 % students rarely underlined of keyword and 40 % students rarely guess meaning in reading comprehending. Next, 72 % students usually reading with comprehend every paragraph to understand whole text, and 60 % they usually reading only part to get idea quickly. Then, 52 % students always trying to imagine the events of the text in mind followed 76 % students always reading the title and imagine

what the text might be about. Last, 36 % students usually related the story in their life.

From the data research finding, teacher gave the same statement with the students statement from questionnaire, that is the students use many of direct strategy to overcome the difficulties in reading comprehension. However, there are a few students who did not use direct strategy in reading comprehension, it is because they were lack of motivation in learning English. They did not see the real need to read the text, and do not trying the effort to read while they faced the difficulties in reading. It is caused by the background of students' environment. In addition, the minimal exposure students target also caused them rarely read, so it was very influenced in learning activity especially in reading. Therefore, in this case teacher was influenced to students' interested. The teacher should be give motivated and find others strategies to make learning activity easily in reading comprehension.

2. Suggestion

There are some suggestions offered in this study to the teacher and students in teaching and learning reading comprehension skill. First, give more attention to advising students on different issue related to the difficulties they face in English. Instructors should give more time to discuss students' problems either teacher offices or inside the classroom. Next, encourage instructors to vary methods, by using variety of methods it will have much better impact on students in learning English especially reading. Then, the teacher have to motivate the students to be

more relaxed in learning English and tell them that English is easy and not afraid to make a mistake.

Furthermore, in teaching reading, it is hoped that teacher can use many sources of English textbook which is related to teaching students' comprehension in reading. It is hoped that the teachers can give more attention to students who do not care in learning activity and also should present reading material well and clearly. And the last, students should motivate themselves, read more in anytime in reading comprehension and also they can be using this strategy which is most helpful to develop their understanding of the text while they read.

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